



# Family Link

WINTER 2010

<http://McClellandInstitute.arizona.edu>

## Happy New Year!



*Stephen T. Russell*

As we gear up for a new semester and new year, I want to note the contributions of a number of people who have joined us in the last six months, and announce some exciting up-coming events.

Last fall we hosted a very successful collaborative think tank on evolutionary perspectives for understanding risky adolescent

behavior, co-hosted with the Evolution Institute. We are grateful for our campus and community partners whose insights and assistance made the event so meaningful. We also thank Mary Pilat from Purdue University, who was a scholar in residence with us last fall. Dr. Pilat conducted a well-attended workshop for youth professionals, co-hosted by the Tucson YWCA.

We are pleased to introduce Dr. Catherine Marshall, Frances McClelland Associate Research Professor, and Dr. Elisabeth Morgan Thompson, a postdoctoral scholar.

Our scholar-in-residence program continues this spring with Dr. Bodil Landstad from Mid Sweden University and Dr. Marianne Hedlund from Nord Trondelag University College (HINT), Norway. Experts in disability studies, they will be here to work on international comparative studies of disabilities and health. And Dr. Todd Little from the University of Kansas will visit as part of our research and training workshop series.

Finally, we are grateful to the Emerald Foundation and the members of their Board. So much of our research and community outreach that honors the legacy of Frances McClelland could not be done without their support.

Thank you for your interest and support of our work.

Stephen T. Russell, Ph.D., Director  
Professor, Fitch Nesbitt Endowed Chair



*Mary Pilat, Ph.D.*

## Visiting Scholar Shares Expertise on Rape Prevention

Mary Pilat, Ph.D., Associate Professor of Youth Development and Agricultural Education at Purdue University, has spent the last three decades teaching and doing research related to social justice issues faced by youth in today's society. She says she was grateful for the opportunity to spend the fall 2009 semester as a visiting scholar with the Frances McClelland Institute.

While in Tucson, she presented *Project Equality*, a set of prevention education curricula targeting youths as part of Indiana's *Communities Against Rape Initiative*, or CARE. She is sharing

information about *Project Equality* with others through opportunities such as the Pamela Turbeville Speaker Series, and a daylong workshop she conducted Dec. 9, at the YWCA in Tucson for about 30 educators, social workers and community leaders interested in using the curriculum with Arizona youths.

*Project Equality* is an education-based prevention program Pilat championed at Purdue University. During the last 10 years, the curriculum was taught to more than 300 professionals in Indiana who work with youths, and more than 1,000 teachers statewide. The goal was to lower the

*continued on page 2*



## Visiting Scholar Shares Expertise on Rape Prevention continued from page 1

incidences of bullying in grades 5-6 and to reduce the number of sexual-assaults among youths in grades 7 - 12. The curriculum consists of three sets of curricula developed by youth professionals across the state, including University personnel, counselors, and community advocates. Each includes seven or eight 60 to 90 minute sessions that teach youths how to increase self-esteem through positive statements, and how to make healthy lifestyle choices.

The title *Project Equality* emerged "because sexual violence is based on power." The curriculum is designed to "teach youths to understand the difference between myth and reality surrounding sexual violence and this knowledge can help level the gender equality gap by exploring issues of power between the sexes," she adds. Anyone from youths to social workers can benefit from participating in a *Project Equality* workshop, Pilat says. "What we found was that people who work in social services had different training. They all knew something about sexual assault but were not as well versed in education methods (to teach how to prevent it)."

Dr. Pilat's hope for the YWCA workshop was that it would present the people of Tucson "an opportunity to network and have conversations about sexual violence prevention here — to have meaningful conversations and make connections with other at-risk youth professionals."

### Objectives of the program are to teach youths:

- The legal definitions of rape and sexual assault
- Ways to challenge harmful myths and attitudes
- Rape and bullying reduction through safe responsible behaviors
- The financial and emotional costs to both victims and society
- How community and youth involvement prevent rape, sexual assault and bullying
- Skills for identifying healthy and unhealthy relationships, and
- Local and national resources that support survivors and rehabilitate offenders

## Catherine A. Marshall, Ph.D., Joins McClelland Institute

Catherine A. Marshall, Ph.D., has joined the Frances McClelland Institute as Associate Research Professor. She is part of the Health, Emotions and Relationships Initiative. She is also a Senior Fellow with the University of Arizona's National Center of Excellence in Women's Health, whose mission is to improve the health and wellness of women throughout their lifecycle. Additionally, she is a research professor in the Department of Educational Psychology at Northern Arizona University, and an adjunct professor at the Centre for National Research on Disability and Rehabilitation at Griffith University in Australia.

A Fulbright Scholar, Marshall has worked for more than 30 years in the area of chronic illness and disability. Since 2004, her work has focused on cancer as a chronic illness, how cancer may result in disability and/or affect employment and productivity, and the impact of the cancer experience on the family. In 2007, Marshall was awarded the Ruth L. Kirschstein National Research Service Award for Individual Senior Fellowship from the National Cancer Institute. This work considered the intersection of socioeconomic status with race or ethnicity in meeting the needs of low-income families facing cancer.

Marshall was the lead editor of *Disabilities: Insights From Across Fields and Around the World*, a three-volume set of books published in 2009. She also edited the upcoming book, *Surviving Cancer as a Family*.

Dr. Marshall is the founder and president of the non-profit organization, the Women's International Leadership Institute (<http://www.wili.org>), the purpose of which is to benefit low-income women seeking to improve their educational and economic status.

### Marshall Recognized in *Choice* Outstanding Academic Titles 2009

Dr. Catherine Marshall's three-volume set of books, *Disabilities: Insights From Across Fields and Around the World*, was recognized in the 2009 *Choice* list of Outstanding Academic Titles published by Preager Press. This prestigious list reflects the best in scholarly titles reviewed by *Choice* and brings with it the extraordinary recognition of the academic library community.

## Six Themes Emerge from Evolution Institute Adolescence Workshop



A panel of world-renowned scholars joined with community partners to discuss risky adolescent behaviors during a three-day workshop hosted by The Frances McClelland Institute and the Evolution Institute.



The Frances McClelland Institute and the Evolution Institute co-hosted a three-day workshop exploring the evolutionary perspective of adolescent risk behaviors, Oct. 31 - Nov. 2, 2009.

The workshop brought together 12 world-renowned scholars and more than 20 local community partners to discuss risky adolescent behaviors, and was hosted by Bruce J. Ellis, Ph.D., John & Doris Norton Endowed Chair in Fathers, Parenting and Families, and leader of the Institute initiative by the same name.



Presenters gave 30-minute summaries of their related research, followed by general discussion and feedback from participants. Six major themes emerged from the weekend workshop:

- 1 Adaptive Development:** Adolescents who live in high-risk environments develop risky behaviors. These behaviors are designed to ensure their survival.
- 2 Adolescent Brain:** Puberty brings on radical, but normal, changes in emotion, motivation, and behavior. An evolutionary perspective helps us understand what the brain is designed to do and how it changes during the teenage years.
- 3 “What’s in it for them?”:** We can’t ask adolescents to “just say no.” Interventions need to give teens positive choices that still satisfy their goals.
- 4 Rethinking “good” and “bad”:** Society considers some adolescent behavior to be “good” (beneficial) or “bad” (antisocial). An evolutionary perspective looks for the purpose of both types of behaviors and considers them overlapping strategies. Each has a valid purpose that can generate power and/or peer attention.

- 5 Different people can be successful in different ways:** Genetic differences and life experiences produce some children who are more sensitive to their environments. These differences can make them highly successful – or at high risk – depending upon circumstance.
- 6 Mixed Age settings:** Until recently, adolescents were rarely segregated from younger children in society. They grew up playing with and helping to care for younger kids and siblings. Regular exposure to younger kids helps adolescents develop a nurturing side; age-segregation, such as in middle school, increases their competitiveness and cruelty.

The workshop closed with a public roundtable discussion and breakfast at the Tucson Marriott University Park. Attendees included three Arizona state legislators, juvenile justice professionals, local school district personnel, and faculty/staff from the University of Arizona. Results from the workshop will be released in the coming months via scholarly articles and publications.



### Bruce J. Ellis Featured in December '09 Issue of *The Atlantic Monthly*

The December 2009 edition of *The Atlantic Monthly* magazine features an article citing “Orchid Children,” a concept and phrase pioneered by Bruce J. Ellis, Ph.D., chair of the Fathers, Parenting, and

Families initiative and faculty member of the Frances McClelland Institute. The article, by David Dobbs, discusses how one’s genetic makeup affects resiliency and adaptation to particular social and environmental conditions.

To view the article online, please go to:  
<http://www.theatlantic.com/doc/200912/dobbs-orchid-gene>.



## Institute Transitions: Welcome to Our New Employees

### Jenny Simon

Jenny Simon has joined the Norton School as Internship and Outreach Coordinator. She is charged with strengthening the Frances McClelland Institute's alliances with local social service agencies and providing experiential learning for Family Studies and Human Development undergraduate students.



Simon is an Arizona Licensed Professional Counselor and a National Certified Counselor. She specializes in Eye Movement Desensitization Reprocessing, an evidence-based therapy that was developed to resolve symptoms resulting from trauma. She has served children in therapeutic and education settings for almost 16 years and has a private practice specializing in children, trauma, and parenting.

Simon is also a distinguished public speaker who has taught innovative therapeutic interventions at several universities and social service organizations, including University of Arizona, Canyon Ranch, Casa de los Niños, Northland Family Help Center, Coconino Coalition of Children and Youth, Child Abuse Prevention, Head Start, Healthy Families, Northern Arizona University, and Southwestern University. An award-winning grant writer, Simon was honored by the Department of Health and Human Services for her work with Tohono Oodham Nation Headstart. Her Ph.D. dissertation focuses on transformative learning and change and the worldview of children.

### Elisabeth Morgan Thompson

Elisabeth Morgan Thompson, Ph.D., is a Postdoctoral Scholar and Project Director for the *Gender, Sexuality, and Conformity in Schools Project* under the direction of principal investigator, Dr. Stephen T. Russell. She is also affiliated with the Gender and Women's Studies program.



Thompson earned her Ph.D. in Social Psychology in 2009, at the University of California, Santa Cruz. Her dissertation was titled "Young Women's Same-Sex Experiences under the 'Male Gaze': Listening for both Objectification and Sexual Agency." This will also be the topic of a presentation co-sponsored by the UA Gender and Women's Studies Department at noon, April 14, 2010 in room 100, 925 N. Tyndall Avenue.

Her other research interests include social influences on gender and sexuality; media, pop culture and peer influences; sexual-minority identity development; adolescent sexuality and sex education. She is the recipient of a dozen grants and fellowships from UC Santa Cruz and the State of Florida, and has published numerous articles in scholarly journals including *Journal of Sex Research*, *Men and Masculinities*, *Developmental Psychology*, and the *Journal of Bisexuality*.

## PAST AND FUTURE EVENTS

### Fall 2009

- **Writing for Publication in Scholarly Social Science Journals** graduate student workshop presented by Dr. Joyce Arditti, Virginia Tech University
- **Evolution Institute: Risky Adolescent Behavior** public roundtable discussion hosted by Dr. Bruce Ellis, John & Doris Norton Endowed Chair in Fathers, Parenting and Families
- **Project Equality: Educating Youth About Rape and Sexual Violence Prevention** public workshop presented by Dr. Mary Pilat, Purdue University, in collaboration with Tucson YWCA
- Lang Children and Family Observation Laboratory **Noldus software training and Q&A** workshop on collecting and analyzing observational data

### Spring 2010

- **"Spotlighting Positive Youth Development" Kick-off** conference co-hosted with National 4-H Council, to be held in Chevy Chase, Maryland
- **Approaches for Dealing with Missing Data** statistical methods workshop presented by Dr. Todd Little, University of Kansas
- **Online Methods and Design** workshop presented by Dr. Brian Ogolsky, Towson University in Maryland
- **Nvivo 8: Qualitative Data Analysis Software** training workshop



## Building Partnerships for Youth Announces Selections for 2010 “Spotlighting Positive Youth Development” Project

Building Partnerships for Youth, a partnership with the National 4-H Council, has announced its selection of six states for its 2010 "Spotlighting Positive Youth Development" project.

The project, supported by the Centers for Disease Control and Prevention-Division of Adolescent and School Health, is designed to strengthen the capacity of national, state and local agencies to help schools and organizations implement strategies to prevent behaviors that place young people, particularly those from communities of color, at risk for HIV infection, STDs and unintended pregnancies. In 2010, the partnership will work with organizations in Colorado, Minnesota, New Mexico, Pennsylvania, Kansas and Louisiana to build organizational capacity to provide 9 to 13-year-olds with the opportunities, experiences and tools they need to make healthy choices, including abstinence.



The 2010 project begins in early February, with a kickoff event in Chevy Chase, Md., after which the partnership will provide each state with follow-up support, networking and capacity building opportunities that focus on three areas:

- Encouraging and supporting the development of multi-sector state collaborations comprised of representatives of state government, local youth, faith community, volunteer groups, health and education organizations.
- Leveraging and disseminating research-based resources in support of the development of youth assets, such as a program self-assessment and a tool that gauges a program's level of integration of 21 elements of positive youth development, and a searchable database of evidence-based program models and curricula.
- Facilitating connections among organizations interested in integrating youth development concepts into abstinence education and forming collaborative efforts to develop more positive environments for young people. The partnership currently works with the National Initiative to Improve Adolescent Health, and with Cooperative Extension professionals to build an infrastructure that supports healthy futures for all youths.

For more information about Building Partnerships for Youth, please visit: <http://bpy.arizona.edu>



According to Project Director Leslie Langbert, this year's application process was extremely competitive. "We received more than double the number of applications we had last year, including applications from 29 states and even interest internationally."

## Recent Publications

- Russell, S T.**, \*Muraco, A., \*Subramaniam, A., & Laub, C. (2009). Youth empowerment and high school Gay-Straight Alliances. *Journal of Youth and Adolescence*, 38, 891–903.
- Russell, S.T.**, \*Clarke, T.J., & Clary, J. (2009). Are teens "post-gay"? Contemporary adolescents' sexual identity labels. *Journal of Youth and Adolescence*, 38, 884–890.
- Barnett, M.A.**, Shanahan, L.S., Deng, M., Haskett, M.H. & Cox, M.J. (2010). Independent and interactive contributions of parenting behaviors and beliefs in the prediction of early childhood behavior problems. *Parenting: Science and Practice*, 10, 1-17.
- Curran, M.A.**, Hazen, N., & \*Mann, T. (2009). Husbands' and wives' expectations of parenthood and representations of marriage as predictors of coparenting across the transition to parenthood. Invited manuscript for special issue on the transition to parenthood. *Parenting: Science & Practice*, 9, 101-122.
- Surra, C.A., **Curran, M.A.**, & Williams, K. (2009). Thinking and talking about relationships: Effects of participation in a longitudinal study of dating. *Personal Relationships*, 16, 1-21.
- Ewing, A.R.**, & **Taylor, A.R.** (2009). The role of child gender and ethnicity in teacher-child relationship quality and children's behavioral adjustment in preschool. *Early Childhood Research Quarterly*, 24, 92-105.

## Upcoming Presentations

- \*Randall, A.K., \*Post, J.H., \*Corkery, S.A., \*Bosch, L., \*Chiu, B., & **Butler, E.A.** (2010, January). Coregulation 'for better or worse': The emotional transmission of positive and negative emotions in close relationships. Poster to be presented at the 2010 Society for Personality and Social Psychology, Las Vegas, Nev.
- \*Chan, M., \*Randall, A. K., Duggi, D., Kamble, S.V., & **Butler, E.A.** (2010, January). Examining the cross-cultural differences of attachment styles

within marriage types between Asian Indians and Americans. Poster to be presented at the 2010 Society for Personality and Social Psychology, Las Vegas, Nev.

- \*Young, V., **Curran, M.A.**, & Weihs, K. (2010, February). *A longitudinal study of physical symptoms by relationship status among breast cancer patients*. The American Psychosocial Oncology Society, New Orleans, La.
- \*Toomey, R.B., \*Casper, D., & **Card, N.** (2010, March). *Overt and relational aggression and victimization among early adolescents perceived as gender atypical by their peers*. The Society for Research on Adolescence, Philadelphia, Pa.
- \*Casper, D., **Curran, M.A.**, Bauman, S., & Ridley, C. (2010, March). The new youth epidemic and the 'new' anorexia": School counselor reports of prevalence and age of onset of self-harm in a nonclinical population. The Society for Research on Adolescence, Philadelphia, Pa.
- \*Toomey, R.B., & **Russell, S.T.** (2010, March). *Participation by sexual minority youth: Documenting involvement and potential benefits*. The Society for Research on Adolescence, Philadelphia, Pa.
- \*Toomey, R.B., Ryan, C., & **Russell, S.T.** (2010, March). *Long-term educational implications of gay-straight alliances*. The Society for Research on Adolescence, Philadelphia, Pa.
- Thompson, E.M.** (2010, March). *Voicing and silencing same-sex sexuality: An exploration of sexually diverse young women's experiences*. Society for Research on Adolescence, Philadelphia, Pa.
- Ewing, A.**, & **Taylor, A.** (April, 2010). *Teacher-child relationship quality and children's school outcomes: Exploring the roles of teacher and child gender*. Annual meeting of the American Educational Research Association, Denver, Colo.

McClelland Institute **faculty**; \*graduate student trainee

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